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A RESOURCE FOR JOB CORPS ACADEMIC & CAREER TECHNICAL INSTRUCTORS

Supporting Students with Disabilities in the Career Technical Environment (CTE)

We are often asked how students with disabilities can be successfully accommodated within the career technical training environment. There are two primary considerations for accomplishing this goal.

1. Understand that good instructional practice assists **all** students in having better opportunities for success.
2. Acknowledge that providing reasonable accommodation removes barriers for students with disabilities so that they perform tasks to the level and quality expected for satisfactory task completion.

- Provide input to the CT Manager and/or the Disability Coordinator regarding a student's accommodation needs within your training environment
- Communicate regularly with students and observe their work methods often to assess the need for modification of instructional methods and to determine the effectiveness of approved accommodations

[Adapted from Virginia Commonwealth University Rehabilitation Research & Training Center on Workplace Supports and Job Retention Fact Sheet entitled "Ten Practical Universal Design Tips," authored by Donald E. Finn, Ph.D. and Colleen A. Thoma, Ph.D., Spring 2006.]

Suggestions to Assist with the Elimination of Unnecessary Barriers to Teaching and Learning in CTE

- Fluctuate instructional methods by providing illustrations, multiple examples, graphs, and handouts



- Give shorter tests and exams more frequently
- Review or revisit some items of previously learned information on every worksheet or test of new content
- Put course content into alternate formats -- online, audio, and/or video

tape; provide study guides; and/or PowerPoint presentations of the content

- Use small group discussions and cooperative learning strategies
- Permit alternative assignments for students to demonstrate subject knowledge
- Link new CT instructional concepts to previously learned concepts by using real-life examples
- Provide reasonable accommodation as outlined in the Job Corps accommodation plan

Benefits of CTE Participation for Students with Disabilities

Research shows that students with disabilities in secondary CT programs were less likely to drop out and more likely to be employed, to have paid competitive jobs, and to work full time after high school (Cobb et al. 1999; Colley and Jamison 1998). However, CT training that included only simulated work experience in classroom settings did not appear to lead to optimal employment outcomes. Students with disabilities who had paid or unpaid work experience in high school had better employment outcomes—higher wages, more hours, more continuous employment. Furthermore, students with disabilities mainstreamed into regular CT or academic classrooms obtained paid competitive jobs more often and felt better prepared to keep their jobs. Qualitative studies reviewed by Eisenmann (2000) suggest that integration of academic and vocational curricula promoted meaningful engagement and inclusion of students with disabilities by increasing persistence, academic achievement, and postsecondary engagement.

[Excerpted from Ohio State University's Center on Education and Training for Employment website:

<http://www.cete.org/acve/docgen.asp?tbl=digests&ID=115>

Job Corps Resources

Job Corps DisABILITY Website

<http://jcdisability.jobcorps.gov/>

Job Corps LD & AD/HD Website

<http://jccdrcl.jobcorps.gov/ld>

Job Corps Health & Wellness Website

<http://jchealth.jobcorps.gov>

Additions to the LD & AD/HD Website:

PowerPoint Presentation from ongoing Webinars:

Part I: Using Learner Characteristics/Styles and Assessment Data to Improve Student Outcomes

Part II: Classroom Strategies—Using Learner Characteristics/Styles and Assessment Data to Improve Student Outcomes, A Case Studies Approach

We would like to hear from you!

Send your questions, case scenarios, or strategies and accommodations suggestions that have proven successful in your classroom or training environment to:

debbiemjones@comcast.net

Individualized Education Program (IEP) FAQs

What is the role of the IEP in Job Corps?*

IEP is a valuable document and serves as one tool for the Interdisciplinary Team (IDT) to use in assisting the applicant or student in determining the types of reasonable accommodations he/she may need. The IDT is responsible for (1) reviewing the accommodation request at the center level, and (2) developing an accommodation plan for students who are accommodated within Job Corps.

For more information on how to use the information within the IEP, visit:

<http://jccdrcl.jobcorps.gov/ld/iep>

The IEP

- provides documentation of an individual's disability
- provides present levels of functioning [at the time the IEP was written]
- indicates the accommodations and supports provided in the public school setting
- usually identifies the diploma type the applicant is seeking
- usually identifies the assessment track in which the applicant is participating

The accommodations listed on the IEP may or may not be appropriate for the student in the Job Corps setting. The IDT should talk to the applicant or student and ask what types of accommodations he/she feels are needed to be successful in the program. The applicant or the student may not know what he/she needs but could perhaps share more information about things that he/she find difficult. This information along with a review of the IEP should assist the IDT [which is inclusive of the student] in developing an appropriate accommodation plan.

*This information applies to center programs that **do not** fall under the obligations of the Individuals with Disabilities Education Act (IDEA).

Which staff should "see" the IEP?

The IEP is one tool for use by the IDT in developing an accommodation plan appropriate for the individual's needs in the Job Corps setting. It is



the accommodation plan that should be made available to staff with a "need to know". If the IDT (specifically, the Academic Manager) believes that there is useful strategy or support information contained within the IEP, then he/she can add that information to the notes section of the CIS accommodation screen.

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